

The
Management
University
of Africa



Sponsored by the Kenya Institute of Management

UNDERGRADUATE UNIVERSITY EXAMINATIONS
SCHOOL OF MANAGEMENT AND LEADERSHIP
DEGREE OF BACHELOR OF ARTS IN DEVELOPMENT STUDIES

BDS 105 : POLITICAL AND ECONOMIC DEVELOPMENT

DATE: 18TH DECEMBER 2017

DURATION: 2 HOURS

MAXIMUM MARKS: 70

INSTRUCTIONS:

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

QUESTION ONE

Read the Case Study below carefully and answer the questions that follow:

Some scholars have seen development in terms of 'economic progress' especially the two decades right after the independence of many third world countries. After independence, questions like 'what can countries expand their opportunities for their populations?' were asked. In the 1950s through the 1960s, economists dominated the development debates and saw industrialization and productivity as prerequisites for development. In order to ensure this there was the need to stimulate the fledgling industrial sector and to mobilize the traditional sector of the economy to the task of industrialization. (Bryant and White, 1982). The reasoning was that the poorest peoples living in rural areas were a potential and badly needed labor force. One proponent for this dimension of development is Dzorbo who defined economic development as the quantitative expansion of goods and services, or wealth of society which is often measured by the Gross National Product (GNP) and the Gross Domestic Product (GDP). GNP is a measure of a country's economic performance, or what its citizens produced (good and services) and whether they produced these items within its borders, while GDP is the monetary value of all the finished goods and services produced within a country's borders in a specific time period, usually on an annual basis. Thus they argued that the higher the GDP/GNP of a country, the higher its per capita income and the vice versa. This economic dimension was adopted by planner in their attempt to ensure development. This idea was so dominant that even the UN believed that economic progress was synonymous with development in general. As a result, between 1960 and 1970 was declared 'The Decade of Development'

Required;

- a) Discuss a deeper and more concise meaning of Economic Growth (5 Marks)
- b) Identify and explain five (5) advantages of Economic Growth (10 Marks)
- c) Discuss poverty and explain the three categories of people who are most affected by poverty (10 Marks)

QUESTION TWO

- a) Figures and statistics have a very important role to play in development. Identify and discuss five (5) indicators that government can use to measure poverty (10 Marks)
- b) State any five millennium development goals that the 189 United Nations Member states are committed to achieving (5 Marks)

QUESTION THREE

- a) Discuss Economic development (5 Marks)
- b) Identify and discuss any five (5) social indicators for basic needs (10 Marks)

QUESTION FOUR

- a) Every country operates in an environment where it uses scarce resources to achieve economic growth. Discuss any five (5) factors that enhance environmental degradation (10 Marks)
- b) State five (5) Principles of corporate governance (5 Marks)

QUESTION FIVE

- a) Show your understanding of the Linkages between Poverty and Environment (5 Marks)
- b) Clearly discuss five (5) major current environmental problems (10 Marks)

QUESTION SIX

- a) Explain any five (5) Objectives of International Monetary Fund (IMF) (10 Marks)
- b) State any five (5) causes of biodiversity loss (5 Marks)

